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OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.
 DEPARTMENT OF COMMON SCHOOLS.

THE COMMON SCHOOL SYSTEM.

CORRESPONDENCE.

DEAR SIR,—It has become a very arduous task to discharge the duties of trustee of a common school district.

Every year and every month the perplexity has increased, till it has reached a point of magnitude which I as a trustee will not tamely submit to.

Now, sir, I look upon yourself as a servant, put in the place you occupy to execute the wishes of the people. What do the people wish with regard to the common school law? Please permit me to tell, and also what they think of the present law.

The people wish for a plain, concise code of regulations whereby they may obtain their legal claim on the common school fund without being compelled to read and write volumes and also compelled to seek and knock, beg and pray for it, and finally be insulted by having it called a free gift if we get it at all.

Now let me tell you what the people of my acquaintance think of the present school law. I am over forty years of age and am acquainted with a goodly number. They think it is a prolix, complicated comprising all the freaks and capricious notions of the whole list of Superintendents, from 1814 to the present day.

They further think that it would be cheaper for them to support schools without the public gift than with it, excepting a few of the class of indigent, indolents.

For this reason, the people pay one-half of this public gift by a direct tax on their property; they pay five cents on a dollar to somebody to come to them and make them pay the tax, besides something for assessing it; a little more to some other body to carry it to the big fund box, and finally more than \$100,000 to a multitude of other bodies to scheme up regulations and hand back a part of it under the name of a gift.

I am elected trustee in a double district. The town superintendent, with his two dollars a day, comes to bound me into the traces by his power to collect penalties because I have neither

time, patience nor ingenuity to live up to the requisitions of the present complex common school system. Now then, after I have put all my wits together, run through the district to get the materials, and in good faith written six pages on a full sized sheet, and spent a brace of good laboring days to carry the report to head quarters, I am informed for the first time, that I am two weeks too late, [1st Feb.] Consequently the public gift must be shovelled over to some more tractable menial.

Now, since I have been driven on to the course by intimidation, if through my most innocent lack of information we lose our inheritance in the public gift, I then assert that no fine however great, even if I am incarcerated in durance vile till the moths carry me out through the key-hole to pay it, will intimidate me sufficiently to ever make another application for money from that source.

Furthermore, I shall never comply with that law that authorizes trustees to pay their money to purchase items for their district, and then look after it among a slippery illigious set of inhabitants. I would much sooner give it from my own earnings at once.

The time is near at hand when trustees must be paid for their services and their qualifications must be equal to those of the teachers, in fact; they must become professionals.

I can recollect when commissioners and inspectors executed the duties of their office without remuneration, and I really cannot see but the teachers and scholars of that day were as competent and judicious as they are at present, save being garnished over with Phrenology and Mesmerism and a few other schismaticologies and lambs.

I sincerely believe that two-thirds of all the voters in this state are dissatisfied with the present common school law, believing the duties imposed on them to be irksome, perplexing and needless.

It may be said the press is silent on the subject. So it is, but is not the press enlisted in favor of the salary party? therefore the more complication, the more printing and better pay.

I consider the whole system arbitrary and unjust, and needing a large mass of superfluous branches lopped off, or the whole creature rooted up altogether, which last I for one would prefer.

If I did not feel aggrieved, and find many, very many others, with kindred feelings, I should not write thus.—Yours &c.

J. B. ATTWOOD.

Newfane, Feb. 10th, 1845.

ALBANY, April 3, 1845.

SIR—Your letter of the 10th of February last was not received at this office until very recently, or if it was, my attention was not called to it when received. I must sincerely and deeply regret that there should have been in your mind sufficient causes to justify the feelings which seem to have predominated when you penned the letter; and I should be pained and mortified almost beyond any power of expression to possess, could I bring my mind to the belief that those causes are founded wholly on a true and proper view of our Common School System. That there are some defects in the system, no one will deny; and pray inform me, if you can, where we may find any want of human ingenuity or human wisdom that is perfect?

You seem to entertain an opinion that when a citizen is elected a trustee of a school district, he is bound to accept the office and discharge the duties of it, or he will forfeit and become liable to pay a pecuniary penalty—and complain of this as one of the objectionable features that should be abrogated, without regarding the important object to be attained, in exacting from every member of the community a fair contribution of service or duty for the common benefit, when he has no "sufficient cause" to offer in excuse. I now appeal to your own good sense and sound judgment, if there is any thing wrong in requiring every constituent member of the state to bear his just and fair proportion of the duties necessary in every civilized community.

I need not now inquire how far, or to what extent the present legal provisions embraced in our School System, are made up of all the freaks and capricious notions of the whole list of Superintendents, from 1812 to the present day; nor shall I venture upon a task so herculean and difficult, but I may, and with truth, I think, say, if this be so, that with more than forty years' experience in human events, I have not found so little diversity of opinion in an equal number of my fellow-men.

But I will not further pursue a particular examination of the positions assumed in your letter, and I am not aware of any direct benefit to result from it. I shall now endeavor to meet the main position you seem inclined to advance and establish—that not any legal restraints or regulations are either necessary or compatible with our institutions and form of government, in the discharge of a grave and highly important duty, that of educating and instructing the members of the state, so that they may discreetly, intelligently and justly perform their high and responsible duties with credit to themselves and safety to the community. I submit whether this can be practically, efficiently, and beneficially consummated, without some rule to guide and some regulation to direct in the various measures to be adopted and pursued, to promote the object and accomplish, in the most direct way, the great ends of all civil institutions.

I shall not make an attempt at exactness in the statement I am about to submit. There are now upwards of seven hundred thousand children taught in the common schools of the state; and one million of dollars annually applied in payment of teachers' wages; upwards of one million of volumes of books belonging to the

school district libraries; an annual expenditure of over one hundred thousand dollars for the enlargement of these highly necessary and valuable appendages to our schools; and an investment in school houses and school-house lots, which at a very low estimate exceeds one and a half million of dollars; besides other funds and property to a very considerable amount, which I will not now attempt to recapitulate. Now, sir, is it safe or prudent to intrust these large sums to the hands of irresponsible or voluntary agents, without any legal restraints to control, if needed, a faithful application of them to the purposes intended; and is it a dictate of humanity to commit the well-being here, and peradventure hereafter, of so many hundreds of thousands, and we may soon add millions, of the youth of our country, to the tender mercies of those you are pleased to call "a slippery, litigious set of inhabitants"? No, sir; no. We might as well dissolve our compact immediately—return into a state of primitive barbarism, where mere animal prowess governs and rules the destinies of the weaker portions of our race,—as to subject and expose ourselves to the impositions and pilferings of an unrestrained and voluntary agency in a widely diversified administration of pecuniary affairs.

Would you commit the cultivation of a farm to an untutored savage, or even to a son, who had no practical knowledge in the ways of husbandry? Your answer will be no; and for the most obvious reasons. Our whole system of government is based on the theory that our race possess all the capabilities for self-government, and the power to improve these capabilities, and adapt themselves to any condition of civilization and social intercourse. We very well know that our present relations and connections with other members of the Union, and with other portions of our race, commercial and civilized, exercising governmental authority, necessarily compel us to adopt a very different arrangement of internal organization than would be even tolerable in a purely pastoral state, or in one where no international communication exists. The constituent members of the state exercise the sovereignty; and the question is, shall this authority be vested in those whose intellectual qualifications and practical knowledge render them competent; or shall we lay aside all the considerations of duty, repudiate every dictate of wisdom, and hazard the perpetuity of our institutions, by transferring this power to the hands of those who are incapable of discharging it? Our relations are ever varying and changing; and although the constituency of our day may be well educated and well informed, we are not therefore to infer as a consequence, that it will remain so twenty-one years hence. The progressive changes in society, as well demand our vigilant and scrutinizing attention, as any other subject relating to our natural and social being. Some have supposed that our present system was at least half a century in advance of the age; and others contemplating the present, while recurring to the history of the past, can see nothing but the towering imbecility of old age pervading our whole social system. I have no desire to speculate on either of these notions. The risk of sinking the investment and coming out bankrupt, is a

greater hazard than I am now willing to take.

I must respectfully dissent from your position, that there has not recently been any improvement in the Common School System, or in the schools themselves. Well-authenticated information from different parts of the state fully sustains me in the assumption, that as a general proposition, this ground is untenable. If you can spare the time, and will take the trouble to read with care the reports of the several County Superintendents for two or three years past, and compare the concurring testimony there found, I think you cannot fail of being fully convinced of the great utility of the present plan; and that an abandonment of it, in the present emergency, could not fail of producing the most disastrous results.

We must read, think, and judge for ourselves, and not by proxy. And I have no fears that it will ever require any thing beyond a fair portion of "common sense and common honesty," (two qualities that are too often disregarded,) to discharge any or all the duties of a school district officer, provided we will only read. Allow me to illustrate this view of the subject by relating an incident which actually occurred a day or two since. A young gentleman came into the office and asked me if the trustees of a district had the right to apply any portion of the library money to the purchase of apparatus, without a vote of the inhabitants or qualified voters of the district, legally convened, where the whole number of books required by law were already owned by the district. I asked him if there was any difficulty in understanding what the legal provisions were? if the law was not plain, intelligible and explicit? He did not know, but thought there might be some doubts about it. I read to him the section applicable to the case stated, containing a full, plain and direct answer to the question, and again asked him if there were any difficulties whatever to be solved, and he admitted there were none. That day will be the proudest in the history of our country, when every cloister can read and write, and this achievement is not only attainable by the application of a mere pittance of our means, but should be accomplished were it to cost as much of treasure and of toil as did the assertion of our rights in the struggle for freedom and the "fair heritage" we now enjoy.

A few more years, and to you and me each succeeding one will seem shorter and shorter as we approach to the goal of our destiny; and the difficulties and intricacies which now to many of us seem to surround and be interwoven with the system under consideration, will gradually vanish and finally wholly disappear, by continued use and a practical application of its provisions to the "diffusion of knowledge" among mankind. It is, indeed, a consummation devoutly to be wished, when the qualifications of the trustees of our several school districts will be equal to those of the teachers; and we should not despair of accomplishing this. With regard to the alleged necessity of their becoming "professionals," we shall not differ in opinion, that this would be "of very questionable expediency," as it certainly is and must ever continue to be unnecessary.

I do hope, sir, that you will reconsider this whole subject. There is no danger that the "public press" will not cry aloud and spare

not" whenever occasion calls for it to do so. It is generally more apt to put forward the "lamentations of suffering," than to indulge in "songs of gladness and joy," when it becomes necessary to raise the wind. For myself, I shall regard no labor too severe and no toil too irksome, if I can be instrumental in promoting and improving our educational system. On its successful progress depend the hopes and happiness of millions of our countrymen, and the ultimate destiny of our common country itself.

Allow me, very sincerely and most respectfully to ask you to co-operate with me in the discharge of my official functions, by aiding and encouraging your friends and neighbors amidst the difficulties and perplexities they may encounter in the all important enterprise of communicating knowledge to the rising generation.

From the tenor of your letter, I fear I can only hope to be gratified in this respect; but I trust of this appeal may not prove altogether fruitless.

I am, sir, with great respect,

Your friend, N. B. BENTON.

Supr. Com. Schools.

Mr. J. B. Artwood, Newburg, N. Y.

Mr. J. B. Artwood, Newburg, N. Y.

CIRCULAR TO SCHOOL OFFICERS.

At a meeting of the members of the legislature and other friends of education, held in the Assembly Chamber, at Albany, March 24, 1845,

the undersigned were appointed a committee to take into consideration the views and plans presented on that occasion by Mr. Josiah Horner, of New York.

After due consideration of the subject, the committee take pleasure in stating it as their opinion, that the system of general intellectual and moral improvement proposed and widely extended by that gentleman, is well worthy of the attention not only of parents and teachers, but of the several public officers appointed and elected to the supervision and management of our public schools.

It is evident that a large proportion of the subjects and modes of instruction now generally prevailing, fail in calling fully into exercise the various and vast energies with which children are so bountifully and wisely endowed by their Creator; and the committee believe that the system proposed and satisfactorily tested by Mr. Horner, so provides for the employment of these energies, as to secure not only their due and proper development, but their pleasurable exercise within the bounds of virtue and beneficence.

Availing itself of the creative impulse to activity, both physical and mental, inherent in the very constitution of the child, it directs those energies that demand the broadest and fullest scope, into those channels of natural research and congenial employment, which conduct the mental and moral powers to their appropriate field of exertion and influence.

By thus providing suitable aliment for the physical and moral nature, in its earliest expansion, the head and heart, as well as the hands, are diverted from much of the evil which surrounds them on every side, and educated to habits of industry, virtue and usefulness.

It must be evident to all, that the early attention of children is eagerly and most agreeably occupied by the objects of nature scattered around them, so beautiful, so abundant, and so useful, by the hand of their Creator. By this attention

progress, at once rapid, thorough and permanent, is made by them in the knowledge of the names, properties, uses and relations of those rich and ample provisions furnished for their physical, intellectual, social, moral and immortal advancement. In the midst of exercises so agreeable and instructive, the various branches of elementary school instruction are certain to be more easily, rapidly and thoroughly attained.

Among the subjects especially adapted to these purposes, geology, geometry and drawing have been, in the judgment of the committee, satisfactorily demonstrated by Mr. Holbrook to be among the most prominent and important. Each of these subjects separately, and still more when connected, furnish vigorous and delightful employment for young hands and minds—constant, leading them by a conscious and agreeable development of their own powers to new attainments in knowledge, and in its application to the wonderful economical arrangements of the natural world, and the various arts and pursuits of life. By the production, moreover, of visible, tangible and portable results, often to an extent far beyond the immediate wants or purposes of their producers, an opportunity is afforded for the exchange of a great variety of surplus articles manufactured or collected, with others at home and abroad—thus laying the foundation of a wide interchange of the products of science and the arts between different sections of the same country, and with the inhabitants of other and distant nations. Thus, by a plan at once simple and comprehensive, children at an early age, may be engaged most agreeably and delightfully in the improvement of their various faculties, physical, mental and moral, while at the same time they are contributing to the intellectual and moral advancement of others. They are taught to feel, to see and to know, that they live for the benefit of others as well as of themselves; and that their interest and duty coincide in thus extending the boundaries of human happiness, knowledge and advancement.

Entertaining these views, and believing that the simple and comparatively inexpensive specimens and instruments prepared by Mr. Holbrook for employing the hands, the eyes and the intellects of children, are of great utility and importance not only to schools but families, the undersigned cannot doubt that it would prove eminently conclusive to the improvement of our elementary schools, generally to introduce into them, under the sanction of the existing laws authorizing their purchase under certain conditions, the geological cabinets, diagrams, solids and other illustrations in practical geometry, of Mr. Holbrook, together with his elementary lessons in drawing and other instruments for the employment of the physical and mental faculties of children.

All which is respectfully submitted.

LYSANDER H. BROWN,
Ch'n. Assembly Committee on Colleges, Academies and Com. Schools.

N. S. BENTON,
Secretary of State and Sup't. of Com. Schools.

S. S. RANDALL,
Dep. Sup't. Common Schools.

WM. C. ROGERS,
Member of Assembly from Steuben Co.

Albany, April 1, 1845.

TEACHER'S INSTITUTES.

To the Hon. SAMUEL YOUNG.

DEAR SIR—In compliance with your suggestions, I forward you a brief account of the several teacher's institutes I have been called to attend since my last communication, and a synopsis of the course of instruction pursued.

In the month of April last, I met the teachers of Allegany county; and during September and October those of Otsego, Cayuga, Tompkins and Seneca. In each of those counties I found energetic and efficient superintendents; men thoroughly imbued with a right spirit, and having the cause of primary instruction at heart.

The aggregate number of members in those several institutes, to whom instruction was given, amounted to 552. In Seneca county, the term was but one week; in Tompkins it was nearly three, and in each of the other counties two. Up to the present time, I have attended two county institutes, in which 1115 teachers of common schools have been taught.

It would, perhaps, be unnecessary to give a minute detail of the exercises in all those institutes, or any one in particular, inasmuch as the general course pursued in each, will be comprised in what I propose, respectfully, to recommend to others. It gives me great pleasure, however, to state, that in all those institutes, were many teachers of high standing in their profession, of strong intellectual powers, and very respectable literary attainments; that numbers were advanced to the higher departments of science, in which honorable proficiency was made.

After this brief statement of facts, I proceed, in accordance with your wishes, to give a general view of that course of instruction so distinctly marked out by past experience, and evidently so well adapted to promote the cause of popular education.

1. I think it advisable, that the county and town superintendents mutually unite in calling the teachers to form an institute. By this joint co-operation, a more general attendance will necessarily be secured.

2. The county superintendent, by virtue of his office, holds the right of governing the institute, and directing its operations; yet he may, and ought to counsel and advise with the board of instruction, as to any, or all matters appertaining to the common interest.

3. Those who are selected to impart instruction, (and I consider two, besides the county superintendent, sufficient,) should, in all cases, be men of large experience, and who are, or have been, successful practical teachers. Theorists may propose many things beautiful and attractive, but experience, after all, is the only safe guide. It is by the judicious choice of a competent board of instruction, that the main benefits of the institute are secured. It is through their vigilance and efficiency in conducting the exercises with spirit and animation, that a proper interest is awakened among the members, and those vigorous efforts called forth, which enable them to master every subject brought under consideration.

4. The superintendent needs to exercise great care, as to the educational views entertained, and topics to be presented by such as he may invite to lecture before the institute. He ought, in all cases, to be satisfied beforehand, either

from personal knowledge, or other sources of correct information, that they are men of large and correct views of educational matters, and which will not merely amuse, but impart practical knowledge to the class. I should not have suggested this caution, had I not, in two instances, witnessed occurrences which seemed to render it necessary.

5. The most convenient times for calling out the teachers of a county are in April, September and October; and experience evidently marks two weeks as the period of continuance, during which the interest will not subside, nor the energies relax.

6. As teachers' institutes are voluntary associations, and all the expenses incurred are borne by the members, it is a matter of great convenience that the superintendent secure places for board beforehand at stipulated prices, and on the most reasonable terms.

7. When the sessions of the institute are first opened, and the members have once chosen their respective seats, it will greatly conduce to order for each to continue the occupancy of the same seat, as usually practiced in the school-room.

8. Each member ought to bring a slate, pencil, and some approved arithmetic, while the superintendent should see that maps, globes, blackboards, &c. are provided.

9. Experience has shown the happy effects, when circumstances permit, of opening each morning session by singing and prayer.

10. The superintendent should preserve the same good order during all the exercises of the institute, as in a well regulated school.

11. To prevent confusion or delay, each member of the board should know at what times, and in what branches he is to exercise the class, and always be on hand.

12. The reviews of studies are at first confined to such branches as are, or should be taught in every common school, such as orthography, reading, grammar, arithmetic—mental, as well as by slate and blackboard, geography by maps and globes, with drawings, and the analysis of language. When these are thoroughly understood, the higher branches follow in course.

13. The review of each branch should commence with its elementary principles, advancing step by step in regular order as examples of model instruction.

14. It is a matter of great importance that the several exercises of each half day comprise successive portions of at least three different branches, in neither of which ought the class to be drilled over forty minutes at the same time, when a recess of five or eight minutes should follow. Such an arrangement preserves the interest, keeps up a spirit and animation in the class, and prevents anything like dullness or languor.

15. The general questions in all the branches relating to rules, definitions, &c., can be profitably answered by the whole class in concert. The analysis of language by prefixes and suffixes, has uniformly been acquired with entire success in this manner.

16. In arithmetic, from fractions and onward, it is advisable to divide the members of the institute into classes of about thirty in each, and exercise them in separate rooms, in such a manner that ten or more can by turns work, explain,

or demonstrate on the blackboards at the same time, while the remainder use the slate. Here the principles of cancellation should be fully carried out and clearly exemplified.

17. In reading, a similar division into classes is found to be the most beneficial course, the teacher himself giving specimens in manner, tone, inflections, &c. and carefully pointing out every defect, with its corrective, in those who read.

18. In critical parsing carry out the same arrangement, but with this addition, that when the whole institute comes together after such exercise, let the several teachers repeat any difficult or doubtful points that may have occurred, and briefly discuss them for the benefit of all.

19. In geography all the members may answer in concert on the globes and maps, with the exception of such special explanations as the teacher may occasionally propose to some individual. In connection with this exercise, drawing outline maps on the blackboard and slates is specially recommended.

20. Mental arithmetic should be considered an indispensable exercise, and may come under such arrangements as the board of instruction shall from time to time direct.

21. The board of instruction should, on no account, fail to intersperse the exercises of each day, from the opening to the close of each institute, with brief, pertinent, and practical remarks on educational topics in general, and especially on the best manner of organizing and governing a school and securing punctual attendance, the most successful modes adopted in teaching the alphabet, of commencing to spell and read, of instructing arithmetic, grammar, geography, &c. securing the attention and keeping up a proper interest in school—forming habits of neatness, order, and industry—cultivating a correct taste and fondness for reading—inculcating honorable principles of action, a manly deportment, and sound maxims of moral virtue, &c. &c.

22. Two evenings, at least, should be assigned for calling on the members of the institute to state such cases of doubt or difficulty (if any) as have actually occurred in the government or discipline of their own schools, either with pupils or parents, and hearing the opinion of the superintendent in case of a recurrence of similar difficulties.

23. Two evenings, if necessary, should also be spent in listening to the different modes of governing, instructing, or managing the internal concerns of the school-room, as adopted by the more experienced members of the institute, with a brief statement of the several results.

24. A few public lectures would be beneficial, if calculated to enlist public sentiment, and secure united effort in behalf of popular education.

25. A short exercise, of six or eight minutes, occasionally, in singing, is recommended as pleasing and profitable.

The members of every institute should be encouraged to cultivate the most kind and friendly intercourse by the daily interchange of such civilities in their address and deportment, as win the affections and secure lasting esteem.

It may, perhaps, be well to add, that in Tompkins county, where the experiment was first made, the institute has now been in session four times; and most of the teachers who have at-

tended each term, have not only perfected themselves in the common routine, but have made rapid advancements in the higher departments of science. Other institutes in other counties, are moving forward in the same line of scientific progression, according to their age; and on the whole, the prospect of triumphant success, is most cheering. If the past is prophetic of the future, we may venture to say, the continuance of teachers' institutes, under the management of competent instructors, will so elevate the literary character of professional teachers, as to give them rank among the learned men of our state.

Teachers' institutes are voluntary associations, springing from, and sustained by the very spirit of our free institutions, well calculated to contribute largely to the general diffusion of that knowledge, and those virtuous principles, by which alone the stability of our republic can be maintained, and her perpetuity secured.

I have now given a sufficiently minute detail of the organization, management, and exercises, hitherto carried out, or so recommended in the several institutes in which I have been engaged. That improvements may, in some respects, be made, is not improbable; yet, in the judgment of those who have carefully watched the course and results, it is considered the happiest and most successful expedient heretofore adopted in behalf of popular education.

By these means pedagogical jealousies are removed—a community of interests formed—the qualifications of teachers more and more improved—popular sentiment enlisted on the side of primary schools—uniformity of governing and instructing children, according to the most successful methods adopted; the experience of each, becoming common stock for the benefit of all—the enlargement of acquaintance, and the contracting of friendships—mind, coming in contact with mind, in the various exercises, awakening and invigorating the mental energies, and finally, by improvements in personal deportment and general urbanity of manners, &c.

In conclusion, I am free to say, that during a life of more than sixty years, I have never instance a more animating flow of good feelings, and a kinder mingling of sympathies among any associated bodies of men, nor a more undissembled manifestation of the finer feelings of our nature, in parting scenes, than I have witnessed at the close of teachers' institutes. The members come together, mostly as strangers, and go away with the sympathies of friends.

I hope it will not be thought invidious, when I say, it has been my lot to be associated with very able and efficient teachers, constituting the board of instruction in the several institutes I have attended, and yet, in no case, were they more so, than in Otsego county.

So far as my knowledge extends, county superintendents have hitherto been very fortunate in their selections; and it is to be hoped from the magnitude of those trusts committed to their supervision, in the education of the educators of our country's hopes, no reasonable efforts will, on their part, be spared, to carry forward, or consummate, what has been so happily begun.

Most respectfully and sincerely, yours, &c.

SALEM TOWN.

PROGRESS OF EDUCATION.

COUNTY AND TOWN SUPERINTENDENTS; THEIR PLANS, THEIR LABORS, AND THE RESULTS.

CHAUTAQUE

PORTLAND, Feb. 25, 1845.

MR. EDITOR.—Dear Sir: The celebration of Common Schools, in the town of Portland, came off to-day, in Centerville. It was a happy day, the sun rose clear and bright, sent forth his cheering rays, to and, if possible, vivacity and cheerfulness to the hundreds of youth, and children, who were to take an active part in the examination. At an early hour, groups of children might be seen wending their way to their respective halls of science, with eyes sparkling, and with bosoms heaving, big with hope and joyous anticipations of the scene upon which they were about to enter. I arrived there at an early hour, and found several schools had arrived, and were anxiously waiting the hour of exercises. The remainder soon made their appearance, headed by their respective marshals, with banners, bearing beautiful and patriotic mottoes, unfurled to the gentle breeze of the morning. I could not help thinking, while viewing the 331 scholars convened, that could the Queen of Great Britain have had passed before her the scenes of this day, she would have blushed for shame, for the thousands in her Kingdom, growing up in ignorance, who might be educated by the money she profusely squanders. The schools collected at one of the churches, when, after performing the toilet, they were arranged in processions, each school by itself, and marched to the other, where the examination was held. The house was filled, at an early hour, to overflowing.

The President, David Eaton, Esq., called the house to order. Mr. Riggs, with his school, which came in as spectators, commenced the exercises by singing a very beautiful and appropriate original piece, after which the Rev. Mr. Baker read the fourth chapter of Proverbs, followed by the Rev. Mr. Rathbun in prayer. The first school examined was Mr. Correll's, followed by Miss Harris, Miss Price, Mr. Barker, and Mr. Woodruff's, whose school, however, was examined by another, Mr. Woodruff being unwell, and not able to examine it himself. After a recess of thirty minutes, exercises were resumed by Mr. Eaton, followed by Mr. Benton, and Mr. Shaw. I cannot, nor do I think it proper, to give any preference; the schools did themselves great honor, by the promptness of their answers, evincing conclusively, that the scholars had learned for themselves, and not for another. There were some classes of small scholars—one in Mr. Correll's, in reading; one in Mr. Eaton's, on miscellaneous questions; and one in Mr. Shaw's, in history—that are worthy of imitation by any school in the county. The exercises were interspersed by vocal music, and in part by the schools. I feel confident that the singing, both for the originality of the pieces, and for the spirit with which they were performed, has not been excelled by any town, at their celebrations.

I have not time, nor space, to speak of each school separately, but can discover, that there has been a great advance made in all the schools

during the past year, which speaks in high encomiums of praise, for their assiduity in their studies, not only for scholars, but great praise to the teachers, who have labored from day to day with them. If any schools are to be particularized, it is small schools, and those laboring under embarrassments. There are two that deserve such notice. One, a small school, on the lake road, taught by Miss Price. She had not been in the school but a few days; but the decision and promptness with which they answered, discovered that their business was familiar to them. The other was a school which had been kept by Mr. Woodruff. He had been sick nearly two weeks previous to the celebration, so as to oblige him to close his school. The scholars could not deny themselves the pleasure of the day; they came, and were the first on the ground in the morning, with their banner bearing a spirited motto—"We have no such word as FAIL." They sang, at the commencement of their examination, a beautiful original piece, expressive of their feelings for their respected teacher, and also their appearing without one to lead them. They were examined by Mr. Shaw, and deserve much credit for the spirit manifested by them. The schools generally carried banners; the mottoes of all I cannot speak of, for want of room in my sheet. There was one of which I must speak, from Mr. Eaton's school. It was of beautiful rich white silk, carried by two young ladies dressed in white, bearing on one side, "TIME ONCE PAST NEVER RETURNS;" on the other, "We are a band of sisters seeking after knowledge." This school also wore badges, and I believe the only one, of blue silk ribbon; motto, "Knowledge is the sentinel of liberty." The exercises were lengthy, but, judging from appearances, all were delighted. Our worthy county superintendent delivered a short address, after which, at about five o'clock, the audience began vending their way homewards, well pleased with the day's exercises.

Such are some of the benefits resulting from the measures lately taken by legislators and philanthropists, to elevate the standard of common schools in our own State; and with all these advances before us, I cannot see why so many are opposed to the county-superintendent's office, and many more operations, which are the bones and sinews of our common school system.

Yours, respectfully,

E. S. BARTHOLOMEW.

ONEIDA.

SCHOOL CELEBRATION AT ROME.

Mr. DWIGHT.—We had a celebration in this town on the 20th of March of three of our schools. There were present about 120 scholars, and the church where the exercises were held was crowded with an attentive and highly gratified audience. The scholars were examined in orthography, geography, Mitchell's outline maps, globes, reading, &c. One class was examined in agricultural chemistry, &c., from Professor Johnston's work, lately published by E. H. Pease, Albany.

The exercises commenced at half past 12, and continued until five o'clock in the afternoon. The proficiency made by the scholars was surprising, and no one left the exhibition without realizing the importance of thorough and sys-

tematic instruction. The smallest scholars gave evidence of such instruction as had impressed their minds with useful and valuable truths, and all gave assurance that the teachers had faithfully discharged their duties. Several of the parents present who had doubted the propriety of any new modes of instruction, were thoroughly convinced, and left converts to improved methods of instruction in common schools.

At the close of the exhibition of the schools, an address was delivered by B. P. Johnson Esq., Town Superintendent, which contained many valuable suggestions, and was well received by the audience. It is believed that this is but the beginning of better things for the schools in this town. Another year will probably witness the gathering of all the schools, and an interest be awakened throughout the town, which will long be felt. It is hoped that our present excellent system of supervision will not be materially changed, as the happiest effects are apparent in the improvement of teachers, and in the better regulation and management of the school system in all its departments.

The teachers present were Geo. Williams, Dist. No. 14, S. S. Staples No. 7, and J. Powell, No. 6. Where all have done so well, it may seem invidious to particularize, but as a very general expression has been made by those present, as to the admirable appearance in every respect of the school in District No. 14, Mr. Williams teacher, it is but justice to him that it should be made known.

Mr. Colburn was present with a portion of his school from Lee Centre. A class read from Sweet's Elocution several pieces, and evinced that the same which had preceded Mr. Colburn and his school was well deserved.

A SPECTATOR.

Rome, April, 1845.

ONTARIO.

Victor, March 31st, 1845.

Mr. DWIGHT; Sir,—As you formerly have been a resident of this county, and as you take a deep interest in the cause of education, it may not be wholly uninteresting to you and the readers of the invaluable School Journal, to hear what the people of "Old Ontario" are doing for the education and future usefulness of the youth of our land. Being an attentive reader of the Journal, I have from time to time read with a great deal of interest and satisfaction the accounts of school conventions, teacher's institutes, and town celebrations held in different towns and counties throughout the state. And as I believe that this town, with other parts of the county, is at least keeping in sight of the times, I take the liberty to send you this communication, which you are at liberty to publish if you choose.

Pursuant to previous arrangements, on the morning of the 28th of Feb. last, at an early hour, the schools from different parts of the town began to collect at the village school-house, where they were formed into a procession by the marshals, each school being distinguished by badges and its own tasty banner, bearing an appropriate motto. A few minutes before nine, the procession, grand in appearance, headed by the Victor Brass Band, marched to the air of Hall Columbia, to the Methodist Chapel, fitted

up for the occasion, and which was already thronged by parents and friends, waiting with anxiety to witness the performances of the day. After the customary forms of organization on such occasions, and an appropriate prayer by the Rev. A. N. Fillmore, with music from the band, which favored the audience with their presence and music during the day and evening, the exercises commenced with reading by all the schools. This was followed by recitations in vocal music, geography, oral arithmetic, orthography, grammar and outline maps, which were highly creditable both to teachers and pupils. A recess was then had, when the mass of children retired to the basement, where a bountiful collation of cakes and nice "fixings" prepared for the occasion, was served up, after which they returned again in good order to the body of the church.

The exercises of the afternoon consisted of recitations in algebra, Town's Analysis, mental and slate arithmetic, mapping, physiology, and philosophy, all of which were excellent—some of them admirable; especially a class of twelve small girls in Colburn's Arithmetic, of the village school, taught in a peculiar manner, and a class in mapping, from Dist. No. 3. And here I wish to notice one peculiarity of the exercises. Some of the recitations were from general classes, made up of scholars from all the schools, and examined by one of the teachers. They answered as if they belonged to the same school and were under the supervision of the same teacher, showing the utility of a uniformity of text-books, and a uniform system of teaching.

I must not forbear to say a word in regard to the banners, which were got up with considerable expense and a great deal of taste. They were indeed beautiful. Some were ornamented with devices, among which were our own national emblem, the bill of science with its top obscured in clouds, and learning's votaries toiling up the rugged steep; a youth going from the school-house to the capitol; the goddess of science bearing a scroll, &c. Among the mottoes, I recollect the following, "Wait the beams of Science," "Ever ready—Our object is improvement," "Candidates for good citizens," "Future sovereigns of the land—let them be duly qualified," "To try is to succeed—do both our motto," &c.

Exceeding good order was maintained by the schools throughout the day, showing that they had been under good discipline in the school-room. After the school exercises were through, an interesting and practical address was delivered by Mr. D. W. Fish, teacher of the village school, which was directed particularly to the patrons of the schools, setting forth their duties and negligences, and by the breathless attention of the vast assembly before him; it was evident that he received the heartfelt approbation of his hearers. Mr. T. Hazlett followed him in a short but able and eloquent speech, which elicited general applause. After him, Mr. A. T. Hopkins, county sup't, addressed the schools in his usual interesting manner, adapting his language to the capacity of the smallest minds. He was followed by Rev. C. E. Furman, in a few brief, and interesting remarks, after which an adjournment was made until evening.

The evening was occupied by the teachers and pupils, in reading compositions, some of which

did great credit to their authors. There were four essays read, by four teachers from different districts, on novel reading; Analysis, or an application of the principles of grammar to the human mind; this piece exhibited a great deal of ingenuity on the part of the writer; and was full of wit, which elicited a continued roar of merriment from the audience. Advantages of an education; Power of the human mind. Between nine and ten o'clock the assembly were dismissed, and retired to their homes.

There have been eight other town celebrations of the schools in different parts of the county. I have attended some of them, which were very interesting, especially the one at East Bloomfield, which was highly creditable to all concerned. The effect of the celebrations on the public mind, is plainly manifest. They have created a spirit of emulation, a commendable competition among teachers and schools, and they have awakened a lively interest among the people. It would do your soul good, to contrast the present state of feeling, in regard to schools, with that of even three or four years since. Particularly in this town has astonishing improvement been made; teachers are beginning to have their district examinations, at which the school-houses are crowded to overflowing by the patrons of the schools; the people are seeking to employ the best teachers, without reference to price; mind is becoming of more value, in their estimation, than dollars and cents. Indeed, a new era is beginning to dawn upon us as a people. The car of science is rolling proudly and swiftly along, and the effluence which emanates from the celestial goddess, is scattering the mists of prejudice and ignorance which have so long enveloped our land, as clouds and darkness are scattered before the rising sun.

Let the best teachers be employed; let those teachers remember and feel their obligations and responsibilities, and let parents and guardians give to them their confidence—their heartfelt sympathy and co-operation,—then will be realized the fondest hopes of the friends of education. then indeed, will our country be a favored country—our people a peculiar people—free, intelligent and enlightened. Yours &c.

ONE INTERESTED.

TEACHER'S INSTITUTE.

WINDHAM CENTRE, April 16th, 1845.

Francis Dwight, Esq.—

We have just closed a very interesting Teachers' Institute in Greene county, at Windham Centre. The Institution has been in session just two weeks. It was organized by appointing John Olney—the able and efficient County Superintendent—moderator for the whole term, and Mr. S. R. Sweet and myself as instructors.

The general system which we adopted for each day's exercise, was as follows:

ORDER OF EXERCISES.

- 9 o'clock—Calling of the roll, 5 minutes.
- 9h 5m—Reading in the Bible by the students, 15 minutes.
- 9 20—Singing and Prayer, 10 minutes.
- 9 30—Arithmetic, two classes—by Mr. Sweet, 40 minutes—by Mr. Wright, 40 minutes. General exercise, 20 minutes.
- 10 30—Recess, 10 minutes.
- 10 40—Grammar, 2 classes—gentlemen by Mr.

Wright, 30 minutes—ladies by Mr. Sweet, minutes. General exercise, 20 minutes.

11 30—Miscellaneous, 30 minutes.

12—Intermission, 90 minutes.

1 30—Reading, gentlemen, by Mr. Sweet, 40 minutes.

2 10—Reading, ladies, by Mr. Wright, 40 m.

2 50—Recess, 10 minutes.

3—Geography, 30 minutes.

3 30—Orthography, 30 minutes.

4—Elocution and Declamation, 30 minutes.

The above order has been occasionally varied by other interesting topics connected with education. On various evenings we had lectures upon school government—the best method of teaching the alphabet—the proper order in which studies should be pursued in school—and the proper age that children should commence going to school.

An introductory address was delivered by Mr. Sweet, the Principal, at the opening of the Institute, and on the last evening of the session an address was given by myself, and a valedictory by Mr. Sweet.

A very deep interest is felt here in the cause of common school education. Indeed, the interest amounts to an excitement. As an instance to show not only this, but the good taste and sound judgment of the inhabitants of Windham, a great North American Circus, with four ladies (!) as performers, made a grand debut on the last day and evening of the Institute; but after performing a short time before an audience of *nobody at all*, it suddenly disappeared, while the church was crowded with a highly intelligent and attentive audience, to hear the examination and addresses.

Greene being my native county, though not now my residence, I felt great anxiety to have the first Institute succeed. I am very happy to be able to say that it has exceeded my anticipations. Sixty-eight young ladies and gentlemen have been in attendance through the term, and they go out to teach, with an enthusiastic determination to carry out the improvements they have acquired here, and to endeavor, as far as in their power, to elevate the common schools to the standard they ought to occupy.

The committee on resolutions reported some very able ones, and among others a resolution to open another Institute next autumn, to commence on the eighth day of October, at Cairo, to continue two weeks.

Very respectfully yours,
ALBERT D. WRIGHT.

THE TEACHERS' INSTITUTE OF THE CITY AND COUNTY OF NEW-YORK.

On the 24th ultimo, an association was formed in this city called the *Teachers' Institute of the city and county of New-York*. It is composed principally of Teachers of the Public School Society, of the various ward schools which have been instituted under the new law, applicable to this city only, and of the corporate schools of the city which share in the School Fund of the State. The following form of Constitution was presented, and after a full discussion was adopted, and signed by about fifty teachers.

CONSTITUTION.

ARTICLE 1. This Association shall be called the Teacher's Institute of the city of New-York.

ARTICLE 2. Its design shall be to promote and extend the interests of popular education.

ARTICLE 3. Any principal teacher, or any assistant teacher who is twenty-one years of age, in any of the schools of the Public School Society, in any of the ward schools, or in any of the corporate schools of the city and county, may on his signing the Constitution, be a member of this Institute.

ARTICLE 4. The County Superintendent shall be ex officio a member of this Institute.

ARTICLE 5. Gentlemen not included as above, who are specially interested or engaged in the business of education, may on their application, (if nominated at a previous regular meeting,) be balloted for and admitted to membership in this Institute on their signing the Constitution.

ARTICLE 6. Gentlemen who have done distinguished service to the cause of Education, may be elected honorary members of this Institute; but not by a less vote, than three-fourths of all the voters at a regular meeting.

ARTICLE 7. The officers of this Institute shall be a President, three Vice-Presidents, a Corresponding Secretary, a Recording Secretary, and a Librarian who shall also be the Treasurer.

ARTICLE 8. The Officers of this Institute shall be chosen by ballot, annually, on the 4th Saturday of March.

ARTICLE 9. Amendments may be made to this Constitution by giving notice at a previous regular meeting; but such amendments shall require a vote of two-thirds of all the voters present.

After subscribing to this Constitution the Institute adjourned to the 31st. ult. On the 31st, the Institute was again called to order by Mr. William Belden, chairman, who announced that the Institute would now proceed to ballot for the officers prescribed by the Constitution, which election resulted in the choice of the following:

D. MEREDITH REESE, President.
J. N. M. ELLIGOTT,
THOMAS FAULKE,
DAVID PATTERSON,
JOSEPH McKEEN, Corresponding Secretary.
RICHARD S. JACOBSON, Recording Secretary.
LEWIS B. HARDCASTLE, Librarian & Treasurer.

Committees were then appointed on modes and systems of education; on Lectures and discussions, and on School Books. After which the Institute adjourned to meet on the 19th inst., to hear an Inaugural address from the President elect.

Yours, &c.
JOSEPH McKEEN,
Corresponding Secretary.

TOWN SCHOOL CELEBRATION AT CAIRO.

On Thursday, the 6th of March, was held a Town School Celebration at the village of Cairo. Early in the day four schools assembled in the Presbyterian Church. The exercises commenced with prayer by the Rev. Mr. Snyder. The schools were then reviewed by their respective teachers in regard to reading, arithmetic, geography, and grammar; the exercises being much enlivened by juvenile singing during seve-

ral intervals of the review. In the afternoon, John Olney, Esq., County Superintendent, delivered an interesting lecture, in which many important topics relative to education were ably discussed. The scholars in attendance numbered about one hundred. A large audience witnessed the exercises of the day, and it is presumed with pleasure and profit.

School celebrations may be viewed as harbingers of a more enlightened educational action throughout the communities in which they are held. The first requisite to the establishment and maintenance of order in any department of social movement, is attention. School celebrations are eminently calculated to awaken public attention to the subject of education. Attention to a subject naturally leads to its investigation; and when this is conducted in a cautious and persevering manner, under the influence of motives of goodness, the labor will be crowned by the institution of order in that department to which the subject relates. Order in human affairs results from a conformity to justice, the great pattern law of the Universe. Justice consists in rendering that which is due. High and worthy aims are assuredly due the action of rational beings, and adequate means are due to worthy aims. Education is a powerful instrument placed in the hands of man. By it are modelled the character and fortune of individuals and communities. How important, is it then, that the process of education be a just one; a process commensurate to the true aims of being and action. Let this be, and science will then become an unerring chart to guide man through the voyage of life; a lever to raise the fallen; an index and palisade to the highway of holiness and happiness.

B. H. HAYES,
Town Supt. Cairo

Cairo, March 9, 1845.

DISTRICT SCHOOL JOURNAL.

ALBANY, MAY, 1845.

FOURTH OF JULY CELEBRATION OF THE DISTRICT SCHOOLS.

In the Annual report of the County Superintendent of the Western Section of Onondaga Co., (ORSON BARNES Esq.,) the following suggestion is thrown out, which we trust will receive the deliberate attention and co-operation of the several Town Superintendents, and officers and inhabitants of school districts throughout the state.

The celebration of our national anniversary in a proper manner, so that all the children of our district schools could participate, would prove a powerful auxiliary in promoting our educational improvements. Could the seven hundred thousand children of our common schools be assembled in their respective towns upon our next national anniversary of independence, what an appropriate opportunity would be presented for stereotyping upon their minds the love of

liberty, the love of country, and the love of virtue. Let the speaker contrast the character of a Washington and an Arnold, and not one among the mighty mass of mind, would hesitate to love the character of the one and detest that of the other. Such celebrations will have a salutary effect upon teachers as well as pupils, and infuse new life among parents and patrons generally.

The idea here presented strikes us as exceedingly happy and appropriate. Our free institutions, secured to us by the wisdom and valor of our ancestors, can be preserved only by the diffusion of knowledge and virtue throughout our rapidly expanding population. It is to the rising generation that we are to look for the continuance and extension of the inestimable blessings which the men of the revolution have bequeathed to us. Would not the noble spectacle of seven hundred thousand children congregated in their respective towns, under the auspices of their teachers and superintendents, and rejoicing in their progressive advancement in knowledge and in the elements of true greatness and happiness, afford the best of all tributes to the genius of Liberty and the spirit of patriotism? Could we devise a surer pledge for the perpetuation and defence of these enlightened institutions under which we live, than that which would thus be offered upon the altar of our common country? Will not every parent, every teacher, every friend of education, every patriot and philanthropist, second this great movement, and thus indissolubly connect the hallowed debt of gratitude which we owe to our revolutionary fathers, with the holiest and purest affections of our nature,—with our most sacred obligations to our children, and to the cause of popular and universal education? If in an age of darkness the Carthaginian patriot could consecrate his son to eternal and unmitigated warfare against Roman tyranny and oppression, is there not an imperative obligation resting upon us in the light of the nineteenth century, to call upon our children to wage an equally uncompromising hostility to ignorance and error—to vice and crime in all their forms!

Let then, the glad voices of more than half a million of the children of the common schools, unitedly hail the recurrence of the anniversary of our independence. Let the blessings which the Declaration secured to us and our posterity be signally exemplified in the progress and diffusion of useful knowledge—by the inculcation of virtuous dispositions and habits—and by the irresistible moral might of a generation trained from infancy to maturity, to a sys-

tematic observance of the paramount laws of their being and an enlightened appreciation of their physical, intellectual and moral nature. Here is a lever more potent than that of Archimedes, and a place whereon to stand, to move the civilized world.

STATE NORMAL SCHOOL.

Number of Pupils in the State Normal School—
at Albany, April 16, 1845.

Albany* county,	11	Onondaga county,	7
Allegany "	2	Orange "	1
Broome "	1	Ontario "	5
Cattaraugus "	2	Orleans "	1
Cayuga "	4	Oswego "	2
Chautauque "	3	Otsego "	4
Chemung "	1	Putnam "	—
Chenango "	2	Queens "	1
Clinton "	1	Rensselaer* "	11
Columbia "	6	Richmond "	1
Cortland "	3	Rockland "	1
Delaware "	2	Saratoga "	5
Dutchess "	4	Schenectady "	2
Eric "	2	Schoharie "	2
Essex "	2	Seneca "	1
Franklin "	1	St. Lawrence "	2
Fulton }		Steuben "	4
Hamilton }	2	Suffolk "	1
Genesee "	2	Sullivan "	2
Greene "	5	Tioga "	2
Herkimer "	5	Tompkins "	4
Jefferson "	4	Ulster "	4
Kings "	1	Warren "	3
Lewis "	1	Washington "	6
Livingston "	3	Wayne "	3
Madison "	5	Westchester "	2
Monroe "	5	Wyoming "	2
Montgomery "	1	Yates, "	1
New-York "	6		
Niagara "	2		174
Oneida "	5		

* The extra volunteers from Albany and Rensselaer counties are liable to be displaced by the appearance of the regularly appointed pupils from other counties.

WHAT MAKES SCHOOL-MASTERS RUSTY?

Not all school-masters—there are some honorable exceptions—but of those whom I have the honor to know, of a few years' standing, eight-tenths at least, are abominably rusty. They wear decent coats perhaps, and are well to do in their outer man; but in the furniture of the mind, if you look within, they are sadly old fashioned.

It seems to me that the business of school keeping, except in circumstances of peculiar advantage, has a natural tendency to dissipate and enfeeble the mind. The teacher is, in his profession, confined to a narrow circle of ideas, that is, they only are necessary for the discharge of his daily duties. These ideas are the food of only young minds, and he is required to make minced meat of them for the use of such. There is here no impulse to improvement, except in the way of simplification. The continual contact with minds of inferior powers drags the teacher heavily down. Literary labor beyond his daily sphere is not expected of him, and of tea is looked on with suspicion, as a departure

from his appropriate duties. The natural effect of his occupation, is to make him rusty.

He must set himself strongly against this tendency. He can effectually resist it. He must cultivate literature, science, natural history, any thing for which he has a taste, that he may grow. When wearied by the labors of the day, he must not repose in inaction. Spontaneous and strenuous labor is the law and condition of his growth, as of his pupils. He need no more stop at twenty-five or thirty, than they at twelve or fifteen. Let him study day by day as they do, and his progress shall be more healthful than theirs.

WHAT WILL TAKE THE RUST OFF?

THE annual examination of all our teachers, whether holding state, county, or town licences, in the manner recommended in the December Journal. Since the publication of that article, we have received numerous communications, from this and other states, complimenting the excellence of the Philadelphia method, and urging its universal adoption. We had tested it in this county for nearly two years before venturing to recommend its general adoption, and we hope the different superintendents will give it a fair trial. It secures an impartial, thorough and interesting examination.

We received a strong certificate of its utility from Mr. Sprague, the efficient superintendent of Fulton.

THE TEACHER—No. II.

THE occasional or frequent exhibition of passion, whether it assume the form of irritability, of petulance, peevishness, harshness of expression, inequality of temper, or corporal inflictions, is wholly repugnant to every sound theory, or enlightened conception of intellectual or moral education. If, as the advocates for the retention of physical punishments in our elementary institutions of learning, contend, the interests of education, in its most comprehensive sense, including the development of the intellectual as well as the moral nature, are in truth promoted by these means, a phenomenon would be presented, strikingly at variance with the ordinary results of mental philosophy, as deduced from the most comprehensive and thorough examination of humanity in all its recognized elements. If, by the infliction of stripes, by corporal chastisement, or personal violence of any description, other than such as may be designed to effect needful restraint from the perpetration of evil, or of mischief, or to secure obedience to the reasonable requisitions of the teacher, the intellectual powers are developed or strengthened, or the moral faculties cultivated and expanded, a new and distinct element of knowledge exists, not heretofore enumerated by philosophers or educationists, among those to which we have been indebted for the progress we have attained in civilization; and spi-

ence; an element, too, which is always at hand and open to the influence of the instincts of education, has long exercised an important influence over the details of elementary public instruction. The ablest writers on educational topics, both in Europe and America, not only of the present day, but from the earliest period of modern civilization—practical and experienced teachers, whose success in the communication of knowledge and the formation of character has been most abundant and satisfactory—and by far the greater portion of those who in an official capacity have been called upon to superintend this extensive department of our political and social economy, have concurred in the uniform and repeated expression of the inadequacy, inexpediency, and injurious tendency of this mode of discipline. So powerful, universal, and strong has been the manifestation of an enlightened public opinion in this respect, that while in nine out of ten, and perhaps a still larger proportion of the public schools of Germany, France, and Holland, and in all those institutions which we have, during nearly a quarter of a century regarded as the most perfect models; this species of punishment has entirely disappeared, in our own schools it has been driven to the very utmost verge of toleration, and is, with gratifying unanimity, recognized only as the "forlorn hope"—the ultimate remedy—when all other means of discipline have been faithfully and perseveringly attempted and failed. Wherever teachers have been found possessing the requisite talents; and administrative ability, to secure the pleasing exercise of the intellectual and moral faculties upon the innumerable objects of nature and art—to call into play the finer and nobler sentiments of the affections—so to vary the routine of instruction as to afford room for the equal and harmonious development of the characteristic germs of intellect and of thought which are found to exist—and to substitute the universal sanctions of morality, which the most immature intellect can comprehend and appreciate, for the summary appeal to physical force and violence, the results have uniformly been such as triumphantly to vindicate the principle here asserted. The path of knowledge becomes strewn with flowers; the virtues and graces of humanity bud, blossom, and expand under the genial influences of kindness and love; and the foundations of future usefulness, happiness and well-being are permanently and durably laid. The teacher comes to his task with a mind thoroughly imbued with the principles and details of elementary knowledge—in full possession of physical health—with a firm determination to refrain from every the least exhibition of passion, or of temper—with an amiable disposition, and a heart "open as day" to all the mild and holy and beautiful influences of childhood. By an indefinable attraction, which experience has shown to be almost as invariable and as certain as that of the magnet to the pole, the hearts of the children intuitively respond to these unaffected manifestations of interest and regard which beam from the countenance and pervade the actions of a teacher thus mentally constituted. At a suitable hour, the buoyant energies of the tumultuous and busy crowd are temporarily checked; and a strain of music, attuned to

sweetest harmony even in the midst of apparent discord, by innocent and happy voices, insensibly but effectually soothes, solemnizes, and elevates the mind, and prepares it to listen reverently and with attention to the words of Him who "spake as never man spake," and to unite with their teacher in ascription of thanksgiving to the Great Governor of the Universe for all his blessings, and the expression of filial trust in Him for their continuance. This periodical and solemn recognition of the relations which exist between the Creator of the Universe and themselves, cannot fail to exert a most beneficial influence upon the minds and the conduct of the children, and to impress them with a general sense of moral responsibility, eminently favorable to the development of their mental faculties. The pupils are then distributed, arranged, and grouped together into classes, according to their respective attainments and proficiency, and page after page of the varied and ample volume of knowledge is unfolded to their view—its contents clearly and methodically pointed out and explained—their connection with the world of matter and of mind demonstrated and applied—and the desire for progressive advancement induced and strengthened by each succeeding step. When the physical and mental energies of the pupils begin to flag, the equilibrium is restored by changing the order of exercises—by the inspiring effects of music, or by the refreshing influences of muscular exercise in the open air.

Occasional symptoms of insubordination—the involuntary recurrence, perhaps, of habits not yet entirely extirpated—the results, it may be, of incipient physical derangement, or of mental discomfort—of an inexpressible propensity for the time being, to escape from the salutary control of authority, however lightly it may press—or of heedlessness and thoughtlessness—in short, any of those multifarious and often inexplicable sources of action which seem to be the heritage of humanity in its best estate, are met by a direct or indirect appeal to the supremacy of the nobler reason—to the controlling and restraining force of the higher faculties of thought and action—or successfully repelled by a skilful diversion of the mental and corporal energies to some more attractive field of exercise. Affectionate and well-timed appeals to the moral sense and better feelings of the more serious offender—accompanied, if necessary, by the indirect but powerful pressure of adequate restraint within certain specific boundaries, beyond which transgression is rendered impracticable,—these, together with a variety of efficient motives which may be brought to bear, by a skilful and experienced teacher, speedily put an end to the offence, while they, at the same time, effectually reprove the offender. Sentiments of reciprocal attachment and affectionate regard, insensibly spring up between the teacher and each individual under his charge; and the atmosphere of the school-room soon becomes so congenial to the child that he looks forward to the hours devoted to his pleasing exercises and grateful recreations, both of body and of mind, with joyful anticipation and an indescribable pleasure. Then come the exhilarating excitements and festive enjoyments of the periodical examinations, exhibitions, and celebrations; the eager but chastened compeli-

tion; the desire of excellence and the struggle for success; the tumultuous but interesting throng of happy faces and beating hearts; and the triumphant exhibitions of mental and moral acquisitions, thus agreeably fixing forever in their memories and hearts the joyous associations of the school, unaccompanied with the festering recollection of scenes of violence, passion, vindictiveness, cruelty or harshness.

S. S. R.

RESPONSIBILITY.

CONTINUED.

BUT the responsibility of the instructor of youth will be very much increased in our view, if in connection with his relation to parents, we take into consideration the relation he sustains to the youth placed under his care.

It is this view of his relations, which attaches the most weighty obligations to his office. There is scarcely any proverb more trite than that, "It is education forms the common mind, just as the twig is bent the tree's inclined."

Though often repeated, it contains most important truth, which bears with peculiar weight on the duties of the instructor of the young. When children commence their common school education, their minds are in a forming state. Like the unhardened wax, they are ready to receive any impression, or to be turned in any direction. It is now that the young mind is to receive an impulse under the influence of which it is to go forth into the field of knowledge, like the bee, extracting honey from every flower, giving exercise to, and strengthening all its powers and susceptibilities; or it is now when it first begins to act under the direction of the schoolmaster, that it is to contract a distaste for study, and a hatred for books which will never be eradicated.

This is by far the most important period in the literary history of every youth, because the feelings which are now formed with regard to studies and books, will in all probability be carried with him through life. It is in view of this fact that the relation of the teacher to his pupil is one of so much responsibility. The teacher is to be instrumental, creating a love or hatred of learning, which will influence the whole of the future course of the student. Observation and experience are full of instruction to us on this subject. Why is it that some who have passed through our academies and colleges, have such an imperfect knowledge of even the common branches of a common education, nay, more, have a positive disrelish for literary pursuits? An inquiry into the early education of such persons will show that in almost every instance, a dislike to study was contracted when the mind was first turned to the subject, and that this dislike for the most part arose from a failure to comprehend or become interested, in the subjects of study at first. The youth fails to comprehend the fundamental principles of arithmetic, but he blunders on with little or no interest in the study, and to keep pace with his class, he goes on with them into algebra, with but little understanding of it, and less pleasure or profit. And so with regard to all the branches of education. So far as he gives his attention to them at all, it is as a task which affords no delight.

Now while I am ready to admit that there is a difference in the capacity and dispositions of children, and that some, as the expression is, "take learning," and become interested in books much more readily than others, yet I am not at all prepared to say that the fault is exclusively to be laid at the door of the poor scholar. Ought we not to enquire at least whether the teacher has not had some hand at least in making him what he is? Had special pains been taken to interest his young mind, and had he been made to comprehend the various subjects as he progressed, by the patient instruction of his teacher, how different might have been the result. He had passed through his primary education with pleasure, and ascending the loftier heights of science, might have shed light on subjects which now he does not comprehend, and on which he has no disposition to fix his mind.

Permit me to suggest whether there is not an error with regard to the object of common school education. Do we not lose sight of the fact that it is as much a branch of early education to create a love for learning, as to teach the art of reading or writing? Indeed, the true and legitimate object of all education is to improve the mind. Whatever will accomplish this, will secure the end proposed. But it is in vain to attempt the improvement of mind, unless there is first excited a love and desire for knowledge.

One great object then of the teacher should be, to give the mind a right direction; to excite a love for study, and lead it to exercise which shall give it soundness and vigor.

This is a branch of primary education which the teacher of common schools cannot neglect without disregarding the obligations he owes to those who are placed under his care.

The teacher of youth sustains a relation to his country from which obligations arise.

The importance of sound and general education in a government like ours, cannot be estimated. The opinion of the people, here controls everything. How important then, that that opinion be enlightened. The representative body of the nation is drawn together from every part. Hence it is necessary that the means of knowledge should be equally scattered, as the most certain mode of making learned rulers, is to extend as far as possible the influence of learning to the people from whom the rulers are taken.

But education not only makes good rulers, it makes peaceable citizens. It causes men to have just views of the nature, value and relation of things, the purposes of life, and the tendencies of actions; to be guided by purer motives, to form nobler resolutions, and press forward to more desirable attainments.

Education smoothes down the roughness and tames the native ferocity of men. Laws will be obeyed because they are rightly understood and properly estimated. Men will submit cheerfully to good government and consult the peace of society in proportion as they learn to respect themselves and value their own character. But all these are the fruit of education. Ignorance is the soil in which grow discords, defensions, and treacheries. Ignorance among the people takes away all security from government. While ignorant, they are perpetually subject to false

alarms and violent prejudices, ready to give a loose rein to the wild storm of their passions, and prepared to yield themselves willing victims to the seductions of every turbulent, treacherous and faithless spirit who may choose to enlist them in his cause. Education will work on this heaving mass with powerful efficacy, and preserve the soundness and growing strength of our social and political fabric.

But there is no government resting on a permanent foundation without principles of virtue. Now it is not necessary to attempt to prove that all branches of education lead to moral goodness. The mind which is taught to expatiate through the works of nature, and to trace the evidence of the goodness of the Creator of all things impressed on all his works, will be impressed with a sense of its own dependence, and be led to something of an acknowledgment of its obligations.

The more extensively these inquiries are encouraged and these principles are inculcated in the very elements of education, the greater will be the certainty of moral elevation of character, and the brighter the prospects of a moral and happy community. Ignorance is alike the foe of freedom and religion. It gives perpetuity to error, defies the weapons of argument and reason. To bring into salutary operation these two great elements of human happiness, civil and religious freedom, nothing is of so much importance as to multiply the facilities of education, and to quicken the spirit of enlightened inquiry.

We may add, that it is through the medium of education that the knowledge of the sciences is to be extended. Before men can invent or make discoveries, they must be taught to think. Savages make no discoveries, and invent nothing new.

In whatever light then we look at education, we perceive its value. To be engaged then in advancing the cause of education in any or all of its departments, is to be engaged in advancing the best interests of mankind. They therefore, who are by their profession engaged in this interesting and important subject, sustain a peculiar relation to their country. On the success of their efforts her hopes depend. From their hands the mass of mind which is to be active in a few years, in settling the destinies of our country, receives its first impressions. From the common school goes forth an influence which is to purify and elevate, or darken and debase. 'Tis there that the teacher of youth, however humble his calling may be considered by the unreflecting, exerts a power more pregnant with good or evil to his country, than that of the President of these United States. The teacher of common schools is to accomplish much, if it is ever accomplished, towards raising the popular mind above the vulgar cant and brawling of unprincipled politicians. The time will come, we hope it is not far distant, when they who hold the responsibilities of voters, shall be led to reflection and investigation, and instead of moving under the influence of high poles, vulgar symbols and nicknames, rabble songs, and the excitement of mobs and processions, shall act under higher influences and from better motives.

But the instructors of our youth are to take the lead in this work of reform. They are to teach their pupils to reflect, examine, and decide; to break over the lines of party influence,

and as independent thinkers to be guided by their own free convictions adopted after candid investigation.

How interesting then and important is the relation which the instructor of youth sustains to his country. And how important that he should be an example of all that is great and good. Patriotism, if no other motive, requires that the teacher of the rising generation should be a man of enlarged views, of purity of principle, of love to his fellow man. Would you, fellow laborers in the cause of education, confer the greatest benefit in your power on your beloved country, seize the young mind and mould it for usefulness; would you secure enduring fame, you may exert an influence on the mind brought within your reach, which will perpetuate your memory to the remotest generations.

Such are the relations which the teachers of common schools sustain to parents, pupils, and our country, and such are the responsibilities arising from these relations. If you are faithful in meeting these obligations, though you may meet with small reward so far as pecuniary compensation is concerned, yet you will enjoy the consciousness of not having lived in vain. Succeeding ages will appreciate your labors, if the present does not.

You have the pleasure also, of knowing that you are associated with the best men of our land in this enterprise. The master spirits of our country consider themselves not only respectably but honorably employed, when they are exerting themselves in the cause of common school education.

and as independent thinkers to be guided by their own free convictions adopted after candid investigation.

and as independent thinkers to be guided by their own free convictions adopted after candid investigation.

The city of New Orleans has, during the last few years, in two of her Municipalities, established systems of education, which vie with the best north of Mason's and Dixon's line; and if we consider the difficulties which beset this effort to diffuse the blessings of universal education, we believe we may safely challenge the Union to show a city where so much has been accomplished. We hope the South and West will profit by her noble example.—Ed.

Extract from the report of Franklin Sawyer, Superintendent of the First Municipality.

The whole number of children registered is 2267. The number in school at this time is 1336. They are distributed as follows:

In the first district	211 boys and 243 girls,	454
Second "	225 " 212 "	437
Third "	228 " 217 "	445

Six teachers are assigned to each school, making thirty-six in all—of these twelve are males twenty-four females—the grades are in each school, a principal and first, second and third assistants. In the girls' schools and in the lower departments of the boys' schools, all the teachers are females.

All the schools are under the immediate direction of a superintendent, whose duty it is to visit the same as often as practicable; examine into their condition, render to the teachers

such information and assistance as he may judge necessary, and report monthly to the committee on teachers, and semi-annually to this board.

Both the French and English languages are taught indiscriminately in all the schools at present; there are sixteen assistants in English and fourteen in French; most of the principals speak the two languages; in the selection of teachers a preference is given to those who, to other qualifications, add a practical knowledge of both tongues; they are required to teach, however, only their vernacular.

The annual expenses of the schools thus far have been in round numbers \$36,000, of this sum \$28,000 are for the salaries of the secretary of the board, superintendent, teachers and porters; \$2000 for rents, and the balance for books, furniture and incidental matters. If the 1336 children now in the public schools were dependent on private institutions for instruction, it is easy to see that the expenses would be greater than at present, even supposing that all could attend such institutions. Taking \$5 a month as the average of private tuition in this city, and that is believed to be too low for the fact, it would cost upwards of \$80,000 to educate these children during one year. This immense saving is alone sufficient to demonstrate the great advantage of public over private schools, and to satisfy all who feel an interest in the welfare of our city, that the system of general education adopted in this Municipality ought to be sustained.

On the whole we have great reason to be gratified at the results of our last year's experiment of public education in this Municipality. More than 2000 children have thus been enabled to receive instruction, and it is safe to predict equally gratifying results the coming year.

"The experiment," and we have quoted and adopted the language of the superintendent, as found in one of his reports, instituted amidst powerful prejudices and rendered hazardous by anomalies unknown elsewhere, has been most satisfactory. Individual prejudices, not it is fair to presume, so much directed against the policy of a system that aims to fit every one for the duties of life, as prompted by misgivings of its practicability, have been gradually wearing away; and many parents at first not inclined to trust the education of their children to the doubtful issue of an untried expedient, have now, with a promptitude and zeal honorable to them as fathers and mothers, come forward to co-operate with the constituted guardians of public education, by placing their sons and daughters in the public schools. This fact alone is worth the whole cost of the experiment thus far made. It proves that, however the factitious circumstances of life may disjoin, by elevating or depressing certain portions of society, there is that which spiritualizes, as it were, the whole mass to an appreciation and furtherance of whatever seems likely to equalize the happiness of all, and thus to advance the common destiny.

Private institutions have flourished in all ages, and in all ages genius has had reason to honor and bless them as the promoters of its own sublime achievements. Yet to the great masses of mankind their doors have never been, never can be, opened; over their portals the golden letters of invitation, "COME, PARTAKE," have never

yet been gazed upon and appropriated by the mighty perpetrators of the human race. The few only have gone in; and history tells they have come out, in too many instances, to make play-things of or trample upon the ignorant and degraded many.

Not so with common schools. Their doors are thrown wide open to all. Into these temples, standing out in bold and beautiful pre-eminence over the length and breadth of our land, and dedicated by public authority to the Genius of Liberty and Christianity, enter the sons and daughters of American freedom—there to imbibe, not the dogmas of sect or party, not the prejudices of birth or wealth, not the pride of station or locality, but those great moral, social, political and national principles which alone can make them what Washington was, what the mother of Washington was—the glory of their country.

SECOND MUNICIPALITY.

Extract from the Report of Joshua Baldwin, President of the Council, J. A. Shaw, Superintendent.

The full results of our educational efforts cannot as yet be measured, weighed or seen. The time since the establishment of our present system, is too short to exhibit any very palpable effects; nevertheless, enough is known of its progress to warrant a belief that its results will amply meet the design of its founders, nay, even transcend the high expectations of its warmest friends and most zealous advocates.

Its scope is so comprehensive, as to render its advantages open and accessible to all the children, of whatever condition, within the Municipality, and its efficiency is calculated to stamp their hearts and minds with the ennobling impress of virtue and intelligence.

The present is an era marked with peculiar efforts, both at home and abroad, for the promotion of educational science: not only by the general diffusion of intelligence, but still more by the introduction of a thorough and healthful reform into every department of public instruction. And within the last quarter of a century, more especially, the whole civilized world seems to have aroused to a new sense of the dignity and importance of the subject. The considerations thus created, and the obligations thus imposed, are, we trust, duly appreciated in the emporium of the great valley of the Mississippi.

Not to bestow the blessings of education upon the rising generation, is at once to withdraw the strongest bulwark, nay, the only safe support of our liberties.

If this fair fabric of Republicanism, reared by the blood and treasure of our virtuous and patriotic ancestors, is transmitted to posterity unimpaired, it can only be through the instrumentality of universal education.

It is education, (the education of the many, and not of the few,) which raises the people from degraded ignorance to respectability and usefulness. It elevates them from the state of wretched dependence and hopeless inferiority, to which before they seemed bound as by an irrevocable law of destiny. It calls into play all the ennobling faculties of their nature, and places in their hands the means of indefinite improvement. In short, the obligation to provide facilities for the education of the whole people is a solemn duty, which no government can ne-

glect and be true to itself. The perpetuity of our institutions hinges entirely upon the general diffusion of knowledge.

"Popular intelligence is the deep under current that is to bear along the ark of constitutional freedom; and show to other nations, that here the friends of humanity have solved the great problem of uniting liberty with law."

In the early ages of Grecian civilization, and among a rude and barbarous race, the little state of Sparta, with an absolute form of government, and under the iron code of Lycurgus, made provision for the education of all her sons. It was with her a maxim that a man was born not for himself, but for his country.

At the age of seven, the laws required that all the children should be enrolled in companies, and educated agreeably to rules of discipline and exercise which were strictly enforced.

And shall we, who live in an enlightened age, who have committed to us a far weightier trust, and who have in store a far higher destiny, shall we, with the light of the world's experience to guide us, prove less earnest in our endeavors to provide for America's sons those ample means of instruction, and that thorough course of training which alone can fit them for the heritage of freemen?

The number of scholars now in attendance is 1574, distributed among the three grades of Primary, Intermediate and High Schools, into which the schools are divided, viz:

		Males.	Females.
Primary,	1154	628	526
Intermediate,	400	204	196
High School,	20	20	
		852	722

The number of pupils in attendance at the corresponding period last year was 1,150, and for the beginning of 1843, 840.

The number that have entered and enjoyed the privileges of the school during the school year, (including those belonging to the schools on the 14th February, at its commencement,) has been about 2,500; instructed by thirty-three teachers, eight males and twenty-three females, besides a superintendent, who divides his whole time among the schools, and a teacher of vocal music and penmanship.

It will be recollected that at the close of our first school year, prizes were awarded to those pupils who stood highest on the merit rolls. Since that time this distribution has been discontinued, and no unfavorable consequences have followed this change.

The motives which are ever present and ever active in the ingenuous mind, such as a desire to enjoy the approbation of friends and instructors, an eagerness to acquire knowledge, both for its own sake and the advantages it confers, and the satisfaction arising from the consciousness of complying with the obvious dictates of duty, all combine to exercise over the pupils a more powerful influence than the expectation of an annual prize. Such incentives to action are far more efficient in laying the foundation of elevated character.

A generous spirit of competition, that noble spirit which leads the young aspirant forward to emulate examples of excellence, but forbids him to triumph over a rival, has all the encouragement in our schools which is necessary to give it effect.

Merit is by no means unrewarded, though no laurel graces the victor's brow—around are those approving smiles which are as the warm sunlight to the heart, and within there is that which is more to be prized than any external mark of distinction.

At the beginning of our educational efforts in 1842, we were compelled to grope along, with but little light from the past. The highest point of excellence attained by our predecessors, was far from being a proper starting point—except to enable us to avoid some errors consequent upon a very bad system indifferently executed. As a general rule, each generation enjoys the advantages, and improves upon the experience of that which went before; but here we had no book containing the history of their labors; the rays of light emanating from the past were too feeble to guide us. The people, too, were indifferent; if not opposed, to public education; but we are happy in being able to assure you that this indifference, as well as opposition, have alike yielded to the force of reason and experience.

It is sometimes said that the manners and morals of the child are endangered at the public schools. But does nothing vicious, nothing rude ever enter the doors of the private schools? Is every thing select that belongs to the select schools? Those who have been teachers in the public schools and who have had pupils from every class of the community, know that the sad results of unwise domestic training are not confined to the children of the poor.

The public school is the place to train up the youth of a republic. Here they learn to feel that they are brethren and members of one common family, mutually dependent upon each other. They are here brought in contact with, and taught to emulate each other, as they will have to do in their more matured exercises on the busy stage of life; their generous competition teaches them that success only flows from well devised and persevering efforts. The child of the opulent and highly favored learns that mind is not exclusively his: but is alike shared by all, entirely regardless of the adventitious distinctions which wealth may confer.

[From the Westchester Herald.]

OUR SCHOOLS AS THEY ARE.

THE generality of men now upon the stage of life, were, when young, practically taught to regard the attainment of wealth of primary importance, but the acquisition of knowledge as a secondary consideration. Nothing was taught in our common schools at that period but what was just sufficient to assist them to carry out this principle, received by them, both from parents, and from teachers. And even so late as ten years back, I well recollect being told by my teacher, that it was necessary for me to study arithmetic, that I might not be cheated by others when I grew up. This is all the reason that was assigned. Every reason given, had, like this one, a direct bearing upon the getting of wealth. What wonder then, that men, educated in this way, should produce throughout their lives, fruit of the same kind as the seed thus early sown? It is a necessary consequence that they should now hold with grasping hands the well filled purse, and scarcely ever give the

subject of mental culture a thought. If their children can only be taught just sufficient so as not to be cheated, it is enough. Hence, we have poor teachers and poor school-houses. Hence, parents with a reluctant hand, procure even the necessary class-books that are required by their children. 'It is money thrown away,' say they, 'for which they never are to receive an equivalent.' This, I say, is the case in many parts of the country; but, thanks to the exertions of a noble few, it is not so in all places; and although the cloud still rests over a greater part of our country, yet methinks I see it already breaking away. Some few faint glimmerings of light, harbingers of the resplendent rays that will, ere long, pierce the murky cloud, dispel its gloom, and show to us the errors of the course so long pursued already are seen. Teachers of more highly cultivated talents here and there are springing up;—young men, ready to devote their lives to the cause are awaiting the co-operation of the people. The attention of a wise legislature has been directed to the subject; salutary laws have been passed; large funds, in some states, have been established. In fact, all seem to be awakening, but the very recipients of the benefits of the system. The mass of the people are yet laboring under the lamentable defects of an early education.

FEMALE COURAGE.

TRANSLATED FROM THE FRENCH.

A striking trait of courage in a lady, forms the subject of conversation at present in Paris. Madame Aubrey lives in a solitary chateau not far from the town of ——. The family consists only of Mr. Aubrey, his wife, a child about a year old and a maid servant. In the little town, every light is out by ten o'clock, and of course the most perfect solitude reigns at that hour in their house, which lies off the road, and is completely hidden by trees. One night last winter, Madame Aubrey was sitting alone reading; her husband had left her in the morning, to visit a friend six or eight miles distant, and as he expected to bring home a considerable sum of money, he had taken the usual precaution to arm himself with a pair of pistols. At about six o'clock the lady went up to her room, to put the child to bed. Her apartment was a large room on the first floor, filled up one side, by an old fashioned chimney, and on the other, by a deep and spacious alcove, near which stood her infant's cradle. The night was a gloomy one, cold and dark, and every now and then a dash of rain beat against the gothic windows. The trees in the garden bowed to the wind, their branches came sweeping against the casement; in short, it was a night in which the solitude of the mansion was more complete and melancholy than usual. Madame Aubrey sat down on a low chair by the fire, which, by its sudden flashes, cast an uncertain light over the apartment, throwing its antique carvings and mouldings by turns into brighter relief, or deeper shade. She had her child in her lap, and had just finished preparing it for the cradle. She cast her eye towards the alcove to see if the cradle was ready to receive its little occupant, whose eyes were already closed. Just then the fire

flashed up brightly, and threw a strong light on the alcove, by which the lady discovered a pair of feet, cased in heavy nailed shoes, peeping out under the curtain in front of the bed. A thousand thoughts passed through her mind in an instant. The person hidden there was a thief, perhaps an assassin, that was clear. She had no protection, no aid at hand. Her husband was not to return till eight at soonest, and it was now only half past six. What was to be done? She did not utter a single cry, nor even start from her seat. The servant girl probably would not have had such presence of mind. The robber probably thought to remain quiet where he was until midnight, and then seize the money her husband was to bring with him. But if he should find he was discovered, and that there was no one in the house but two women, he would not fail to leave his hiding place, and secure their silence by murdering them. Besides, might not the girl be the accomplice of the robber? Several slight causes of suspicion occurred to her, at once, and all these reflections passed through her mind in less time than we take to write them. She decided at once what she would do, which was to send the girl out of the room.

'You know the dish my husband likes, said she, without betraying her alarm by the least change in the tone of her voice. 'I ought to have remembered it for his supper; go down stairs and see about it at once.'

'Does Madame require any help here as she usually does?'

'No, no, I will attend to every thing myself. I know my husband would be vexed, if he was to come home after his ride, in such bad weather, and not find his supper ready.'

After some delays, which increased in the lady's mind the suspicion she was forced to conceal, the girl left the room. The noise of her steps on the stairs died away gradually, and Madame Aubrey was left alone with her child, with those feet, too, motionless at their post, still peeping out under the curtain. She kept by the fire, with her child on her lap, continuing to caress it, and sung to it almost mechanically. The child cried—it wanted to be put to bed, but its cradle was near the alcove, near those dreadful feet—how could she find courage to go near them? At last she made a violent effort. Come, my child,' said she, and rose from her seat. Hardly able to stand, she walked towards the alcove close to the robber, she put the child in the cradle, singing it to sleep as usual.

We may imagine how much inclination she had to sing. When the child fell asleep, she left it, and resumed her seat by the fire. She did not dare to leave the room, because it would rouse the suspicions of the robber, and of the girl, who was his accomplice. Besides she could not bear the thought of leaving her child, even if it was to purchase her own safety. It was just seven. An hour yet, a whole hour, before her husband would come. Her eyes were fixed on those feet, which threatened her with death at any moment, with a fascination. The deepest silence reigned in the room. The child slept quietly. Every five minutes she would hear a noise in the garden. In that noise a ray of hope shone on her for a moment—it was her husband, her deliverer. But no, it was only the wind and rain, or the shutters creaking. What an age

every minute seemed to her. Oh heavens! the feet moved. Does he mean to leave his place? No. It was only an involuntary movement to ease himself by changing his position. The clock strikes the half hour.—How much anguish in these trying minutes—how much silent prayer. She took up a book and tried to read, but her eyes would wander from the page to fix upon those heavy shoes. All at once a thought across that chilled her very heart, suppose her husband should not return. The weather is stormy, and he has relatives in the place he visited. Perhaps they have persuaded him it was unsafe to travel with so large a sum of money about him, perhaps they have forced him to wait till morning. It is eight, no one comes. Madame Aubrey feels her strength and hope fail her. She bears a noise under the window and listens anxiously. This time she is not mistaken, the heavy outer door creaks on its hinges, and shuts with noise; a well known step is heard on the stairs, and a tall stout man enters. It is he, it is he! He had only taken off his wet cloak, and put away his pistols, and throws his arms round his wife, she clings to him convulsively, but regarding her self possession points to the feet under the curtain. He made a slight gesture to show her he understood her, and said aloud I have left the money down stairs, I will be back in two minutes. Within that time he returned, pistol in hand. He looks at the priming, walks to the alcove, stoops, and while the forefinger of the right hand is on the trigger, with the other hand seizes one of the feet, and cries in a loud voice, 'Surrender, or you are a dead man!' He drags him out into the middle of the room—a man of the most ill favored aspect, crouching to avoid the pistol which was held within an inch of his head. He is searched and a dagger is found on him. He confessed that the girl was his accomplice, and told him M. Aubrey would bring a large sum home that night. They were handed over to the authorities. When M. Aubrey heard from his wife all she had suffered, he exclaimed, who would have thought you so courageous?

[From the Self Instructor.]

KNOWLEDGE OF THE EARTH.

Lord Brougham once remarked, that if we were deprived of what we learn during the three first years of our lives, we should be the most ignorant beings on the face of the globe. The learning referred to in that remark, is evidently science, acquired by *self-instruction*. A knowledge of the productions of nature, and of the laws which govern them; obtained by direct observation and diversified experiments—by self-

moved, self-impelled, delightful and almost ceaseless efforts, on the part of the young and self-taught pupil.

Geography, geology and geometry, furnish interesting lessons for substantial instruction to every child before he is a year old. From a field, garden, yard, or even the nursery, with a stream, glass, or drop of water, are obtained the elementary ideas of geography. A rock, pebble, the door-stone, or gravel in the streets, afford a useful and necessary inlet to the wonders of geology. A table, pitcher, plate, apple, and every thing else which has form, embraces principles of geometry, and convey to the infant mind some of its first, most delightful and most useful impressions.

What a pity that these *self-taught* pupils should be interrupted in their rapid and thorough course of instruction, in subjects forming the ground-work of all knowledge, and of success in every human pursuit. Would it not be better to throw in their way helps to speed their course, than to block it up by obstacles, as cheerless as they are insurmountable? By a globe, and maps for geography, specimens of minerals for geology, and solids and diagrams for geometry, with a slate and pencil for drawing and writing, encouraged by the parent or teacher, no child fails to be employed, interested and instructed, or to learn to read, write and spell, sooner and better than any one does, or can learn, from mere formal lessons from books. Can any person with an ordinary share of common sense, and one moment's reflection, doubt that natural instruments of instruction, furnished directly and in great variety and richness, by the hand of our Creator, are more appropriate for the intellectual and moral creatures of His power, in their early thirtings and reachings after knowledge, than the instruments of human contrivance, furnishing at best, but the *arbitrary signs* of knowledge? Is not the alphabet of geology, showing the elements of our globe, which can be learnt by any child of three years, in a week, more appropriate for such a pupil than the alphabet of books, upon which children often spend three, six or twelve months, and then not receive from it one distinct sensible idea? Facts without number, both in Europe and America, prove that these ardent *self-instructed* pupils, when furnished with well-selected lessons from the volume of nature, aided by books of illustrations and simple descriptions of the same subjects, as certainly acquire the mechanical arts of reading, writing, spelling, &c., as they learn to talk; and for the same reason—to acquire and communicate ideas.

When once started in the track of knowledge—*real knowledge*; not unmeaning words—they



UPHEAVING OF MOUNTAINS.

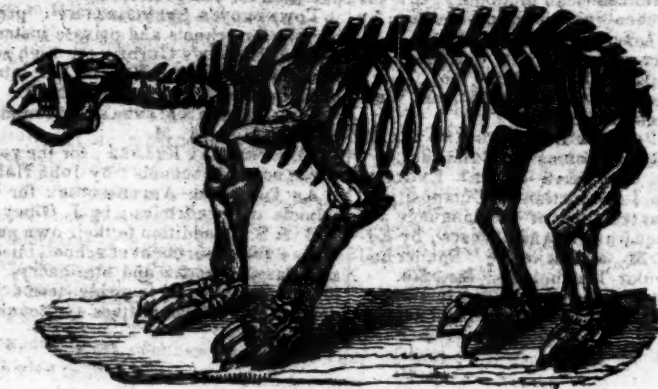
find its place, on occasion, or disposition, to stop in their course. From the first pebble that meets their eye, they proceed to the elements and structure of our whole globe. From those to the upheavings of mountains, and the outbreakings and outpourings of volcanoes; they are thence led to examine the great monsters and little monsters once teeming with life and action upon our earth, but now forming a great part of the rocky mountain masses composing the earth. From the elements, the structure, divisions, motions, changes and productions of the earth, their attention is naturally and necessarily carried to the heavens—from geography and geology to astronomy. From the speck of time allotted to us here, the attention and desires reach to eternity; from things physical, to things spiritual; from earth to heaven.

Excepting an outer crust of comparatively small thickness, it is supposed by many that the earth is one mass of melted matter. The internal heat thus dissolving the earth, sometimes by gradual expansions, at others by sudden and terrible explosions, uplifts continents, and upheaves mountains. These gradual and sudden changes upon our earth's surface, both produced by the heat beneath, explain many of the "wonders of geology." They show a probable cause of the regular, irregular and contorted strata of rocks, witnessed most strikingly in many "deep cuts," for railroads, canals, and other public works, made in our country within a few years past; as in the channels of rivers, the sides of mountains, ledges, &c. To the same cause may be attributed shells, and other organized bodies on mountains, several thousand feet above the present level of the sea.

From the greatly extended visits and examinations of Charles Lyell, the geologist, he is of the opinion that in the north of Europe, there is a gradual rising, and in the south a gradual falling of the whole surface of country; producing a comparative falling of the North and Baltic seas, and a similar rising of the Mediterranean. Says Dr. Mantell, in his "Wonders of Geology," "One of the most remarkable modern instances of an elevation of an extensive tract of country, is thus recorded by Mrs. Maria Graham, as having been produced by the memorable earthquake which visited Chili in 1822, and continued at short intervals, till the end of 1823. The shocks were felt through a space of 1200 miles from north to south. At Valparaiso, on the mor-

ning of the 20th of November, it appeared that the whole line of coast had been raised above its level. An old wreck of a ship, which could not previously be approached, was now accessible from the land; and beds of scallops brought to light, which were not before known to exist. When I went to examine the coast, says Mr. Graham, although it was high water, I found the ancient bed of the river laid bare and dry, with muscles and other shells adhering to the rocks on which they grew, the fishes being all dead, and exhaling the most offensive effluvia. It appeared to me that there was every reason to believe the coast had been raised by earthquakes at former periods in a similar manner; for there were several lines of beach, consisting of shingle (sea pebbles,) mixed with shells, extending in parallel lines to the shore to the height of fifty feet above the level of the sea. Part of the coast thus elevated, consists of granite; and subsequent observations have proved that the whole of the country was raised, from the foot of the Andes to far out at sea. The supposed area over which the elevatory movements extended, being about 100,000 square miles." Mantell adds, "that examples of such changes occur in almost every part of the world; and there is perhaps, no considerable extent of country which does not afford some proof that similar physical mutations have taken place in modern times."

Professor Hitchcock of Amherst College, and State Geologist of Massachusetts, remarks in his excellent treatise on "Elementary Geology," that "By the application of these principles, it is found that the mountains of Europe have been elevated at no less than twelve different epochs. So far as this subject has been examined in this country, it appears that five or six epochs of elevation can be traced in our mountains; though since the deposition of our secondary rocks, scarcely any movement has taken place; and though Elie de Beaumont suggests that the elevation of the Andes was so recent that it may have produced the historical (Mosaic) deluge, yet the eastern portion of our continent is of an older date than the most of Europe. The convulsive movements by which systems of strata were elevated, appear to have been in most instances short, compared with the intervening periods of repose, during which successive formations were deposited."



MEGATHERIUM

Among the wonders of Geology are the remains of animals deposited in the earth, frequently forming the principal mass of mountains. More than nine thousand species of such remains have been discovered, the greater part extinct races, and some of a larger size than any now living upon the earth, and evidently fitted by their structure and consequent habits, to different modes of existence from any presented by the earth in its present condition.

Megatherium is from Mega—great—and Therion—wild beast. The latter, now extinct, was once abundant on the plains of the river Seladillo in South America. From a skeleton nearly perfect, now in the Museum, at Madrid, it was larger than the Rhinoceros, and its proportions were perfectly colossal. With a head and neck

like those of the sloth, its legs and the character of an Armadillo and the Mastodon. Its body was 12 feet long, and 8 feet high. Its fore feet were a yard in length, and more than 12 inches wide, terminated by gigantic claws. Across its haunches it measured five feet, and its thigh bone was nearly three times as thick as that of the Elephant. Its spinal marrow must have been a foot in diameter, and its tail, at the part nearest the body, twice as large, or six feet in circumference. Its tusks were admirably adapted for cutting vegetable substances, and its general structure and strength, seem to intended to fit it for digging in the ground for roots, on which it principally fed.—Buckland's *Bridge-water Treatise*.

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